



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2114 Sandstone Road, Clay Springs, AZ 85901

Show Low Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Kevin Hall
Schedule : 07:30 AM to 03:30 PM
Grades : K-6
Web Address : show-low.k12.az.us
Phone Number : (928) 537-6150
Fax Number : (928) 537-6199
E-mail : kevinh@show-low.k12.az.us

Mission

Clay Spring's Schools, mission statement is to provide opportunities for all students to acquire knowledge, academic skills, and character traits needed to be self-reliant, responsible, caring, and contributing members of our diverse society. All members of the school community work collaboratively to encourage and develop self-directed, life-long learners in a changing environment which is creative, challenging, responsive, and nurturing.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Our math goal is to increase student's AIMS math scores by a minimum of 5%. We will use the district assessment tool and benchmark testing to measure our students' success.
- ü Our writing goal is to increase our students' AIMS writing scores by a minimum of 5%. We will use the district assessment tool, 6 Traits to Writing, Step Up to Writing Program and benchmark testing to measure our students' success.
- ü Our reading goal is to increase students' AIMS reading scores by a minimum of 5%. We will use the district assessment tool, benchmark testing, and Accelerated Reader to measure our students' success.
- ü The Character Counts Program has become part of our curriculum, and we are focusing on values and character traits that will benefit students for life. We are implementing these character traits in our student curriculum and throughout the school.

Enrollment

October 1, 2005 School Year Student Enrollment : 65
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- Ü On-site Special Education
- Ü Character Counts
- Ü Music
- Ü On-site Physical Education
- Ü Bridges
- Ü Accelerated Reader

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/16/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

It is our responsibility to provide the very best education for our students in a safe, pleasant environment. Parents and community are partners, and it is our duty to assist them in educating our students. Back to School Night, bi-annual parent-teacher conferences, phone communication, and progress reports are all used to communicate student achievement, academic growth, and to encourage parents to be involved.

Parents

The parent is the most important teacher that a child has. It is the parents responsibility to teach a love of and a respect for education. Home is the foundation for instilling character traits such as honesty, trustworthiness, caring, citizenship, kindness, fairness, and respect. These traits are enriched through education with continued parent support. Parents must understand the success of a school is dependent on their support of school rules and guidelines, attendance, and participation.

Transportation Policy

Show Low School District will provide bus transportation for students residing within the district. All rules on the bus must be followed. A special bus is provided for special needs students. Bus evacuation drills are practiced once a year. Safety is our first responsibility.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Arizona State Fair Blue Ribbon Winner	2001
Ü Arizona State Fair Blue Ribbon Winner	2001
Ü Young Author Awards	2004
Ü Science Fair Winners	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	11	191	80010	100	99	99	454	471	447	NA	2	10	18	7	18	73	59	53	9	32	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	85	38935	NC	100	99	NC	472	447	NC	2	9	NC	8	19	NC	53	55	NC	36	17
Male	NC	106	40974	NC	97	98	NC	470	448	NC	2	11	NC	7	18	NC	63	52	NC	28	19
African American	--	NC	4201	--	NC	99	--	NC	430	--	NC	17	--	NC	23	--	NC	51	--	NC	9
Hispanic	NC	26	34545	NC	96	99	NC	453	432	NC	NA	14	NC	27	24	NC	54	53	NC	19	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	10	155	35142	100	99	99	NA	475	465	NA	3	5	NA	5	11	NA	57	56	NA	35	28
Students with Disabilities	NC	29	10161	NC	97	93	NC	438	419	NC	7	28	NC	21	28	NC	59	36	NC	14	8
Students without Disabilities	NC	162	69849	NC	99	100	NC	477	451	NC	1	7	NC	5	17	NC	59	56	NC	35	19
Limited English Proficient Students	--	NC	14013	--	NC	97	--	NC	413	--	NC	24	--	NC	34	--	NC	39	--	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	16	39029	NC	89	98	NC	444	432	NC	13	14	NC	19	25	NC	50	52	NC	19	9
Non-Economically Disadvantaged	10	175	40981	100	100	100	NA	474	462	NA	1	6	NA	6	13	NA	59	54	NA	33	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	11	184	79438	100	95	98	466	470	451	NA	4	9	18	15	24	64	66	56	18	15	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	83	38775	NC	99	99	NC	476	457	NC	2	7	NC	8	22	NC	71	58	NC	18	13
Male	NC	101	40560	NC	93	97	NC	465	446	NC	5	12	NC	21	25	NC	61	54	NC	13	9
African American	--	NC	4178	--	NC	98	--	NC	439	--	NC	13	--	NC	29	--	NC	52	--	NC	6
Hispanic	NC	25	34297	NC	93	98	NC	441	434	NC	4	14	NC	40	31	NC	56	50	NC	NA	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	10	150	34887	100	96	98	NA	476	471	NA	3	4	NA	11	15	NA	67	63	NA	18	18
Students with Disabilities	NC	22	9588	NC	73	88	NC	429	416	NC	18	30	NC	41	32	NC	32	34	NC	9	5
Students without Disabilities	NC	162	69850	NC	99	100	NC	475	456	NC	2	7	NC	12	23	NC	70	59	NC	16	12
Limited English Proficient Students	--	NC	13856	--	NC	96	--	NC	407	--	NC	27	--	NC	43	--	NC	29	--	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	15	38685	NC	83	97	NC	440	435	NC	20	14	NC	13	32	NC	67	50	NC	NA	5
Non-Economically Disadvantaged	10	169	40753	100	97	99	NA	472	467	NA	2	5	NA	15	16	NA	66	62	NA	17	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	11	192	79971	100	99	99	404	436	423	NA	2	8	73	38	41	27	59	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	85	38974	NC	100	99	NC	455	437	NC	NA	5	NC	21	33	NC	74	57	NC	5	4
Male	NC	107	40895	NC	98	98	NC	420	410	NC	3	10	NC	50	47	NC	47	41	NC	NA	2
African American	--	NC	4203	--	NC	99	--	NC	411	--	NC	11	--	NC	45	--	NC	43	--	NC	2
Hispanic	NC	26	34481	NC	96	99	NC	432	410	NC	NA	10	NC	46	46	NC	54	43	NC	NA	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	10	156	35150	100	100	99	NA	438	437	NA	1	5	NA	36	35	NA	60	56	NA	3	5
Students with Disabilities	NC	30	10258	NC	100	94	NC	379	377	NC	10	23	NC	77	51	NC	13	25	NC	NA	1
Students without Disabilities	NC	162	69713	NC	99	100	NC	446	429	NC	NA	5	NC	30	39	NC	67	52	NC	2	3
Limited English Proficient Students	--	NC	13985	--	NC	97	--	NC	382	--	NC	18	--	NC	54	--	NC	27	--	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	16	38994	NC	89	98	NC	402	409	NC	6	10	NC	56	47	NC	38	41	NC	NA	1
Non-Economically Disadvantaged	10	176	40977	100	100	100	NA	439	437	NA	1	5	NA	36	34	NA	61	56	NA	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	168	80147	NC	100	99	NC	478	482	NC	7	11	NC	20	17	NC	54	49	NC	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	82	39281	NC	100	99	NC	479	483	NC	6	9	NC	21	17	NC	54	50	NC	20	24
Male	NC	85	40780	NC	98	98	NC	477	482	NC	8	12	NC	20	17	NC	53	48	NC	19	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	--	28	33494	--	100	99	--	461	466	--	7	15	--	32	23	--	57	49	--	4	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	--	13	4117	--	100	96	--	438	456	--	31	19	--	23	27	--	38	46	--	8	8
White	NC	125	36122	NC	99	99	NC	486	501	NC	5	5	NC	18	10	NC	54	50	NC	24	35
Students with Disabilities	NC	31	10295	NC	100	92	NC	441	443	NC	23	33	NC	42	26	NC	29	33	NC	6	8
Students without Disabilities	NC	137	69852	NC	100	100	NC	486	488	NC	4	7	NC	15	16	NC	59	51	NC	22	26
Limited English Proficient Students	--	NC	12722	--	NC	97	--	NC	441	--	NC	27	--	NC	33	--	NC	37	--	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	12	38371	NC	100	97	NC	447	465	NC	17	15	NC	25	23	NC	58	49	NC	NA	13
Non-Economically Disadvantaged	NC	156	41776	NC	100	100	NC	481	498	NC	6	6	NC	20	11	NC	53	49	NC	21	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	160	79686	NC	96	98	NC	478	470	NC	8	11	NC	16	24	NC	67	57	NC	9	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	79	39163	NC	99	99	NC	482	475	NC	6	9	NC	13	22	NC	71	60	NC	10	10
Male	NC	80	40438	NC	92	97	NC	474	465	NC	10	13	NC	19	25	NC	63	54	NC	9	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	--	28	33299	--	100	98	--	454	452	--	25	17	--	11	32	--	61	47	--	4	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	--	10	4087	--	83	96	--	NA	446	--	NA	16	--	NA	38	--	NA	44	--	NA	2
White	NC	120	35914	NC	95	98	NC	487	489	NC	3	5	NC	15	15	NC	70	67	NC	12	14
Students with Disabilities	--	24	9808	--	77	87	--	440	432	--	21	35	--	54	32	--	21	30	--	4	3
Students without Disabilities	NC	136	69878	NC	100	100	NC	484	475	NC	6	8	NC	9	23	NC	75	61	NC	10	9
Limited English Proficient Students	--	NC	12594	--	NC	96	--	NC	422	--	NC	34	--	NC	45	--	NC	21	--	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	10	38095	NC	83	97	NC	NA	452	NC	NA	17	NC	NA	32	NC	NA	48	NC	NA	3
Non-Economically Disadvantaged	NC	150	41591	NC	97	99	NC	479	486	NC	8	6	NC	17	16	NC	65	65	NC	10	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	167	80372	NC	100	99	NC	462	475	NC	5	4	NC	40	30	NC	54	64	NC	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	82	39452	NC	100	99	NC	477	488	NC	4	3	NC	28	22	NC	66	72	NC	2	3
Male	NC	84	40836	NC	97	98	NC	449	464	NC	6	6	NC	51	37	NC	43	56	NC	NA	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	--	28	33608	--	100	99	--	450	462	--	7	6	--	50	36	--	43	57	--	NA	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	12	4128	--	100	97	--	428	464	--	17	4	--	42	39	--	42	56	--	NA	1
White	NC	125	36213	NC	99	99	NC	469	489	NC	3	2	NC	37	22	NC	58	72	NC	2	3
Students with Disabilities	NC	30	10526	NC	97	94	NC	411	427	NC	20	15	NC	67	53	NC	13	31	NC	NA	1
Students without Disabilities	NC	137	69846	NC	100	100	NC	473	482	NC	1	3	NC	34	26	NC	63	69	NC	1	2
Limited English Proficient Students	--	NC	12747	--	NC	97	--	NC	432	--	NC	12	--	NC	52	--	NC	36	--	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	11	38521	NC	92	98	NC	444	461	NC	9	6	NC	45	38	NC	45	55	NC	NA	1
Non-Economically Disadvantaged	NC	156	41851	NC	100	100	NC	464	489	NC	4	3	NC	40	22	NC	54	72	NC	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	11	197	79306	100	99	99	501	508	504	18	8	13	9	14	20	55	62	49	18	16	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	105	38845	NC	97	99	NC	507	505	NC	7	11	NC	12	20	NC	66	50	NC	15	18
Male	NC	91	40383	NC	100	98	NC	508	504	NC	9	14	NC	16	19	NC	57	47	NC	18	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	NC	31	32673	NC	100	99	NC	495	487	NC	16	18	NC	19	25	NC	48	46	NC	16	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	NC	157	36234	NC	98	99	NC	512	523	NC	6	6	NC	13	13	NC	64	52	NC	17	28
Students with Disabilities	NC	33	10286	NC	89	91	NC	478	462	NC	33	41	NC	18	27	NC	42	27	NC	6	5
Students without Disabilities	NC	164	69020	NC	100	100	NC	514	510	NC	2	9	NC	13	18	NC	66	52	NC	18	21
Limited English Proficient Students	--	NC	10291	--	NC	96	--	NC	458	--	NC	38	--	NC	34	--	NC	26	--	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	15	37437	NC	94	97	NC	485	486	NC	20	19	NC	13	26	NC	60	46	NC	7	9
Non-Economically Disadvantaged	10	182	41869	91	99	100	NA	510	521	NA	7	7	NA	14	14	NA	62	51	NA	17	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	11	196	79000	100	98	98	485	496	489	NA	4	10	27	16	24	73	73	58	NA	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	105	38774	NC	97	99	NC	498	494	NC	3	7	NC	15	22	NC	74	61	NC	8	10
Male	NC	90	40150	NC	99	98	NC	493	485	NC	6	12	NC	18	25	NC	72	55	NC	4	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	NC	31	32508	NC	100	98	NC	481	472	NC	10	15	NC	23	33	NC	61	49	NC	6	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	NC	156	36135	NC	98	98	NC	500	508	NC	3	4	NC	14	14	NC	76	67	NC	6	15
Students with Disabilities	NC	32	9991	NC	86	88	NC	468	449	NC	13	33	NC	34	36	NC	53	29	NC	NA	2
Students without Disabilities	NC	164	69009	NC	100	100	NC	501	495	NC	2	6	NC	13	22	NC	77	62	NC	7	10
Limited English Proficient Students	--	NC	10199	--	NC	95	--	NC	439	--	NC	35	--	NC	47	--	NC	18	--	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	15	37234	NC	94	97	NC	482	472	NC	13	15	NC	20	33	NC	60	50	NC	7	3
Non-Economically Disadvantaged	10	181	41766	91	99	99	NA	497	505	NA	3	5	NA	16	16	NA	75	65	NA	6	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	199	79611	100	100	99	472	487	496	8	5	7	50	50	37	42	45	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	107	39016	NC	99	99	NC	494	511	NC	4	4	NC	42	29	NC	54	66	NC	NA	1
Male	NC	91	40519	NC	100	98	NC	477	482	NC	5	10	NC	60	44	NC	34	46	NC	NA	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	0
Hispanic	NC	31	32855	NC	100	99	NC	479	481	NC	10	10	NC	35	43	NC	55	47	NC	NA	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	10	158	36380	100	99	99	NA	490	511	NA	3	4	NA	53	30	NA	44	65	NA	NA	1
Students with Disabilities	NC	34	10664	NC	92	94	NC	464	440	NC	15	23	NC	50	54	NC	35	22	NC	NA	1
Students without Disabilities	NC	165	68947	NC	100	100	NC	491	504	NC	2	4	NC	50	34	NC	47	61	NC	NA	1
Limited English Proficient Students	--	NC	10362	--	NC	97	--	NC	438	--	NC	22	--	NC	57	--	NC	21	--	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	15	37626	NC	94	98	NC	454	479	NC	13	10	NC	67	45	NC	20	45	NC	NA	0
Non-Economically Disadvantaged	11	184	41985	100	100	100	475	489	511	9	4	4	45	49	30	45	47	65	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	10	193	79327	91	98	98	NA	531	518	NA	8	19	NA	19	20	NA	50	46	NA	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	91	38961	NC	100	98	NC	528	520	NC	9	16	NC	22	20	NC	51	48	NC	19	16
Male	NC	102	40295	NC	95	97	NC	533	516	NC	8	21	NC	17	19	NC	50	44	NC	25	16
African American	--	NC	4247	--	NC	98	--	NC	499	--	NC	27	--	NC	24	--	NC	41	--	NC	8
Hispanic	NC	26	32327	NC	96	98	NC	519	499	NC	15	27	NC	23	25	NC	46	41	NC	15	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	--	12	4391	--	100	96	--	505	489	--	17	32	--	25	27	--	50	36	--	8	4
White	NC	151	36373	NC	99	98	NC	534	538	NC	7	10	NC	18	14	NC	51	52	NC	25	25
Students with Disabilities	NC	26	9321	NC	90	87	NC	482	467	NC	31	54	NC	38	22	NC	27	21	NC	4	3
Students without Disabilities	NC	167	70006	NC	99	100	NC	538	524	NC	5	14	NC	16	19	NC	54	49	NC	25	18
Limited English Proficient Students	--	NC	9431	--	NC	95	--	NC	466	--	NC	53	--	NC	27	--	NC	18	--	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	--	11	37097	--	73	97	--	472	498	--	36	27	--	45	25	--	18	41	--	NA	7
Non-Economically Disadvantaged	10	182	42230	100	100	99	NA	534	535	NA	7	11	NA	18	15	NA	52	50	NA	24	24

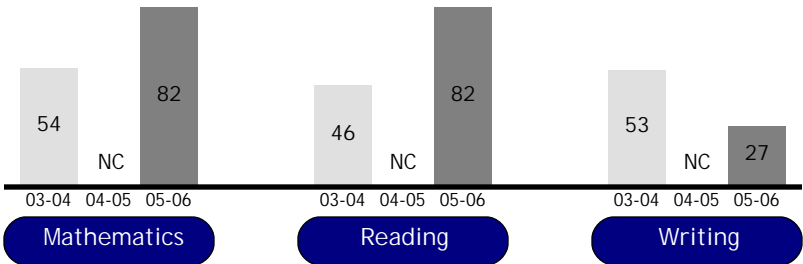
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	10	188	79501	91	95	98	NA	510	497	NA	5	10	NA	18	25	NA	71	60	NA	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	91	39062	NC	100	99	NC	515	502	NC	3	8	NC	16	23	NC	74	64	NC	7	5
Male	NC	97	40368	NC	91	98	NC	504	491	NC	6	13	NC	19	27	NC	68	57	NC	7	3
African American	--	NC	4279	--	NC	99	--	NC	485	--	NC	14	--	NC	30	--	NC	54	--	NC	2
Hispanic	NC	25	32389	NC	93	98	NC	484	478	NC	20	16	NC	28	34	NC	52	48	NC	NA	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	--	12	4401	--	100	96	--	496	473	--	NA	17	--	42	40	--	50	43	--	8	1
White	NC	147	36446	NC	96	99	NC	515	516	NC	3	4	NC	14	15	NC	75	73	NC	8	7
Students with Disabilities	NC	22	9411	NC	76	88	NC	463	453	NC	9	36	NC	64	36	NC	27	26	NC	NA	1
Students without Disabilities	NC	166	70090	NC	99	100	NC	516	502	NC	4	7	NC	11	24	NC	77	65	NC	8	5
Limited English Proficient Students	--	NC	9401	--	NC	94	--	NC	443	--	NC	40	--	NC	46	--	NC	14	--	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	--	11	37183	--	73	97	--	456	479	--	36	16	--	27	34	--	27	49	--	9	1
Non-Economically Disadvantaged	10	177	42318	100	97	99	NA	513	513	NA	3	5	NA	17	17	NA	73	70	NA	7	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	10	192	80000	91	97	99	NA	572	564	NA	3	3	NA	7	11	NA	80	75	NA	11	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	91	39288	NC	100	99	NC	587	579	NC	3	2	NC	2	6	NC	77	77	NC	18	16
Male	NC	101	40644	NC	94	98	NC	558	549	NC	2	4	NC	11	15	NC	82	74	NC	5	7
African American	--	NC	4307	--	NC	99	--	NC	551	--	NC	4	--	NC	13	--	NC	75	--	NC	7
Hispanic	NC	25	32672	NC	93	99	NC	543	548	NC	12	4	NC	12	14	NC	68	76	NC	8	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	--	12	4424	--	100	97	--	551	549	--	8	3	--	NA	14	--	75	77	--	17	5
White	NC	151	36602	NC	99	99	NC	578	579	NC	1	2	NC	7	7	NC	82	75	NC	11	16
Students with Disabilities	NC	26	9919	NC	90	93	NC	523	505	NC	4	9	NC	23	35	NC	73	54	NC	NA	2
Students without Disabilities	NC	166	70081	NC	99	100	NC	579	571	NC	2	2	NC	4	7	NC	81	79	NC	13	12
Limited English Proficient Students	--	NC	9571	--	NC	96	--	NC	502	--	NC	10	--	NC	29	--	NC	60	--	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	--	13	37534	--	87	98	--	503	547	--	23	4	--	15	15	--	54	76	--	8	5
Non-Economically Disadvantaged	10	179	42466	100	98	100	NA	577	578	NA	1	2	NA	6	7	NA	82	75	NA	11	16

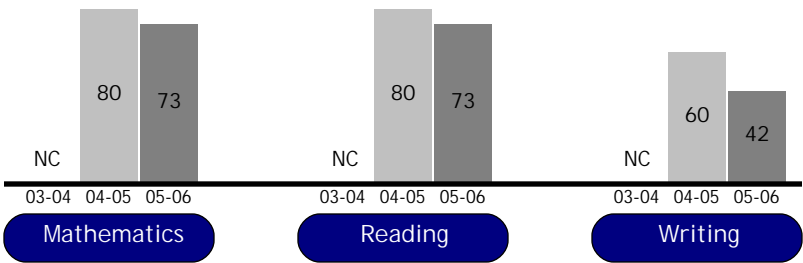
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	NC	NC	NA	58	86	48	62	47	92	46	67	46
	Language	NC	NC	62	50	86	48	69	47	92	59	79	48
	Mathematics	NC	NC	73	64	93	74	68	50	92	79	76	52
3	Reading	100	41	NA	55	NC	NC	55	44	100	59	61	46
	Language	100	61	56	61	NC	NC	57	44	100	59	59	46
	Mathematics	100	49	55	61	NC	NC	63	51	100	68	70	52
4	Reading	92	50	NA	56	NC	NC	53	48	NC	NC	58	52
	Language	100	51	50	52	NC	NC	52	49	NC	NC	56	52
	Mathematics	92	51	61	61	NC	NC	54	53	NC	NC	59	58
5	Reading	NC	NC	NA	55	100	63	59	50	100	56	63	56
	Language	NC	NC	41	49	100	52	55	50	100	52	52	54
	Mathematics	NC	NC	60	63	100	57	53	49	100	37	54	52
6	Reading	NC	NC	NA	56	NC	NC	57	51	NC	NC	67	56
	Language	100	NA	49	48	NC	NC	51	47	NC	NC	61	50
	Mathematics	100	NA	70	66	NC	NC	58	52	NC	NC	70	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement
- Ü Cafeteria Improvement
- Ü School / Community Relations
- Ü Library
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	4.00
Other Professional Staff	.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	5
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Country School House
- Ü Large Playground
- Ü Library
- Ü Gym

Extracurricular Activities

- Ü Musical Performances
- Ü Choir
- Ü Band
- Ü Field Trips
- Ü Young Authors Fair

Social Services

- Ü Parent Involvement
- Ü Library
- Ü Community Activities and Events

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü On Native American Day the students learn how to bake in outdoor ovens. They learn about the Indian culture in our area.

- ü Take students to Young Authors conference. They write poems and short stories and we compile them into books for the children. A few children are selected to attend the conference.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	86	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Regular practice of building evacuation. All outer doors are locked during school hours except the main entrance. We have a school resource officer often on campus or on call. We will be practicing 'Lock Down Drills' throughout the year, and we are developing a crisis response team. CPR Certified staff members.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Kevin Hall	(928) 537-6152
Transportation Policy	Dennette Wagnor	(928) 537-6048
Community Resources	Kevin Hall	(928) 537-6150
School Nutrition Programs	Bonnie Shipatelo	(928) 537-6014
Parent Organization	Teresa Bollschweier	(928) 739-4308
Student Health/Nurse	Tina Stabenow	(928) 537-6150

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.